

Legislative Finance Committee Presentation

July 10, 2014

Kirk Carpenter
Superintendent



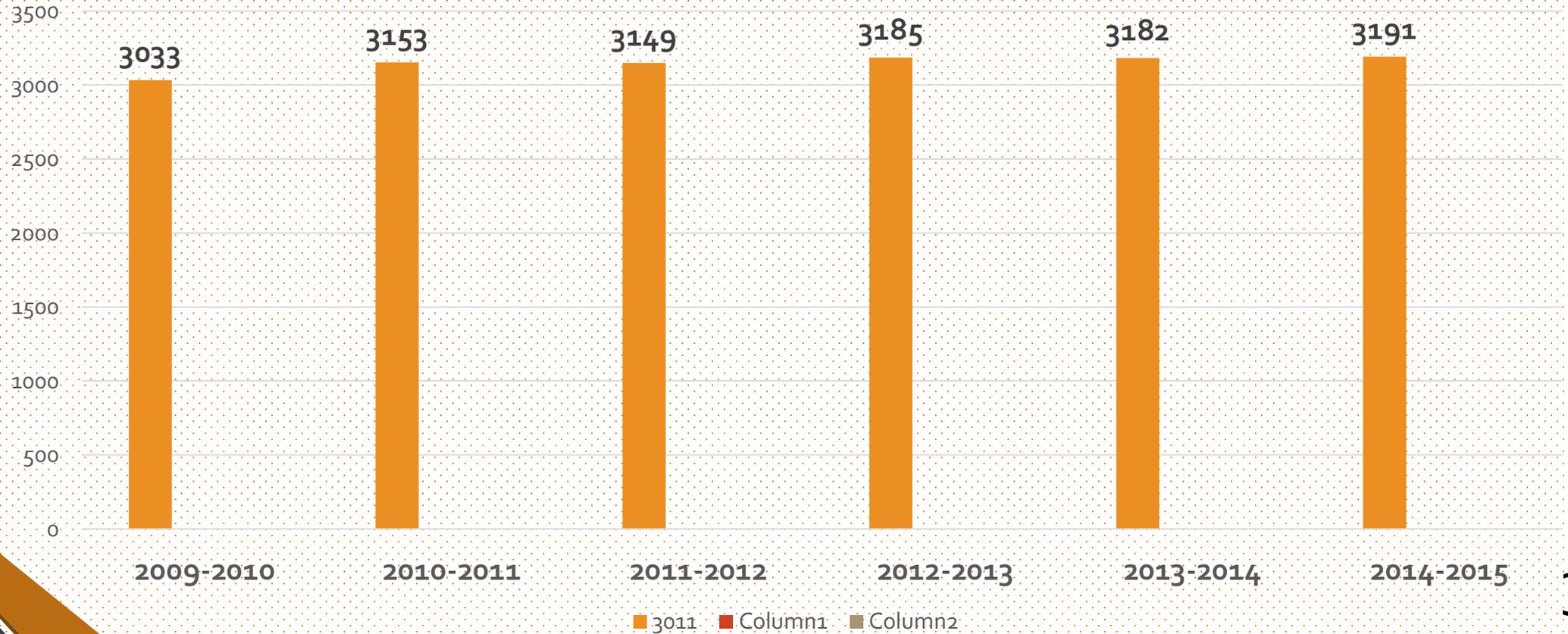
Aztec At a Glance

- **Six Schools**

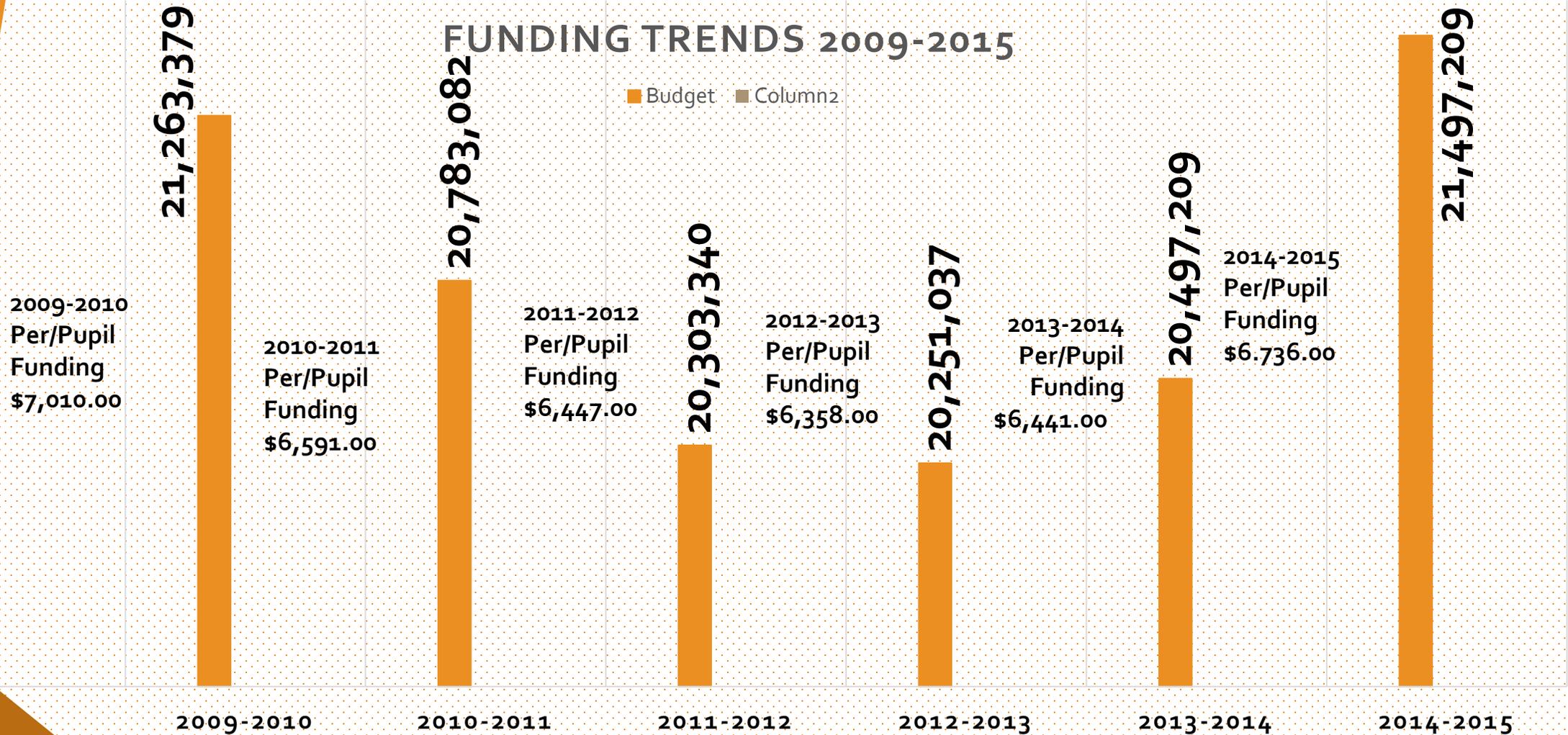
- Lydia Rippey Elementary – Pre K – 3rd Grade - 500 students
- McCoy Elementary School – Pre K – 3rd Grade - 500 students
- Park Avenue Elementary – 4th and 5th Grade – 500 students
- Koogler Middle School – 700 students
- Aztec High School – 950 students
- Vista Nueva High School (Alternative High School) -50 students

Enrollment

Enrollment 2009 – 2015

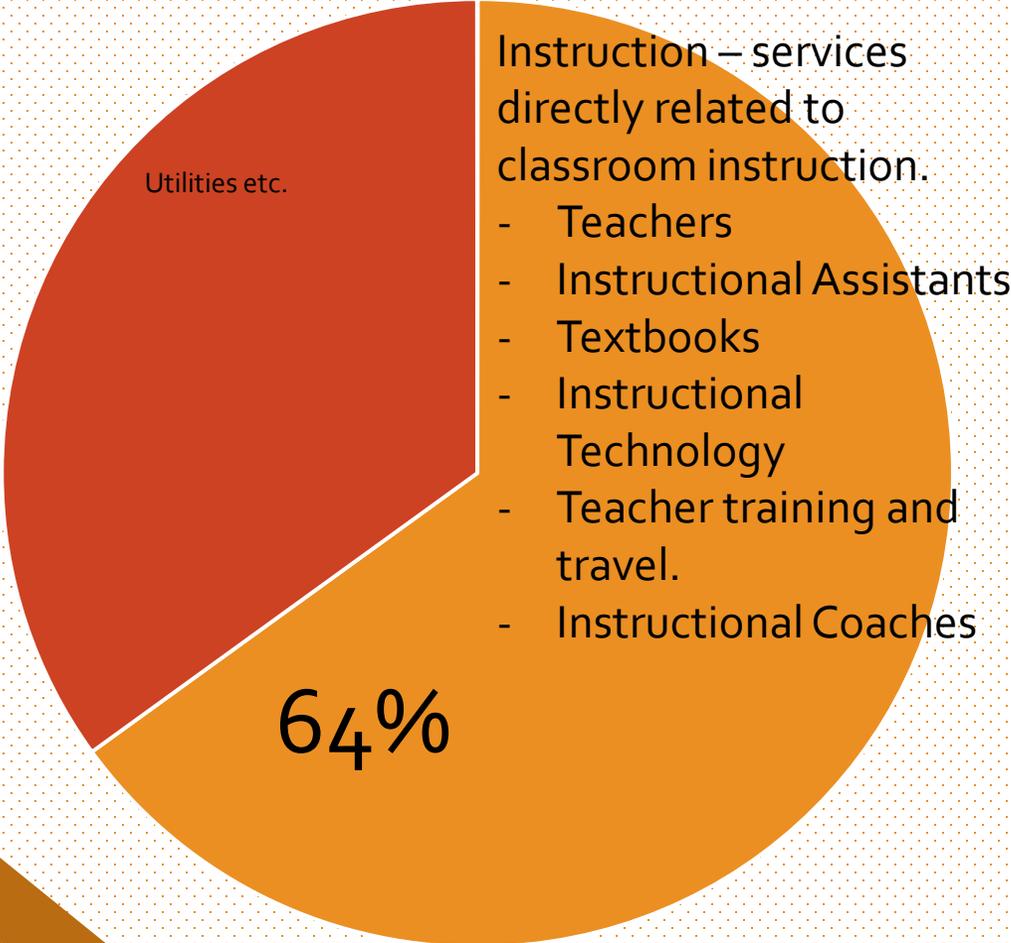


Funding Trends 2008 – Present

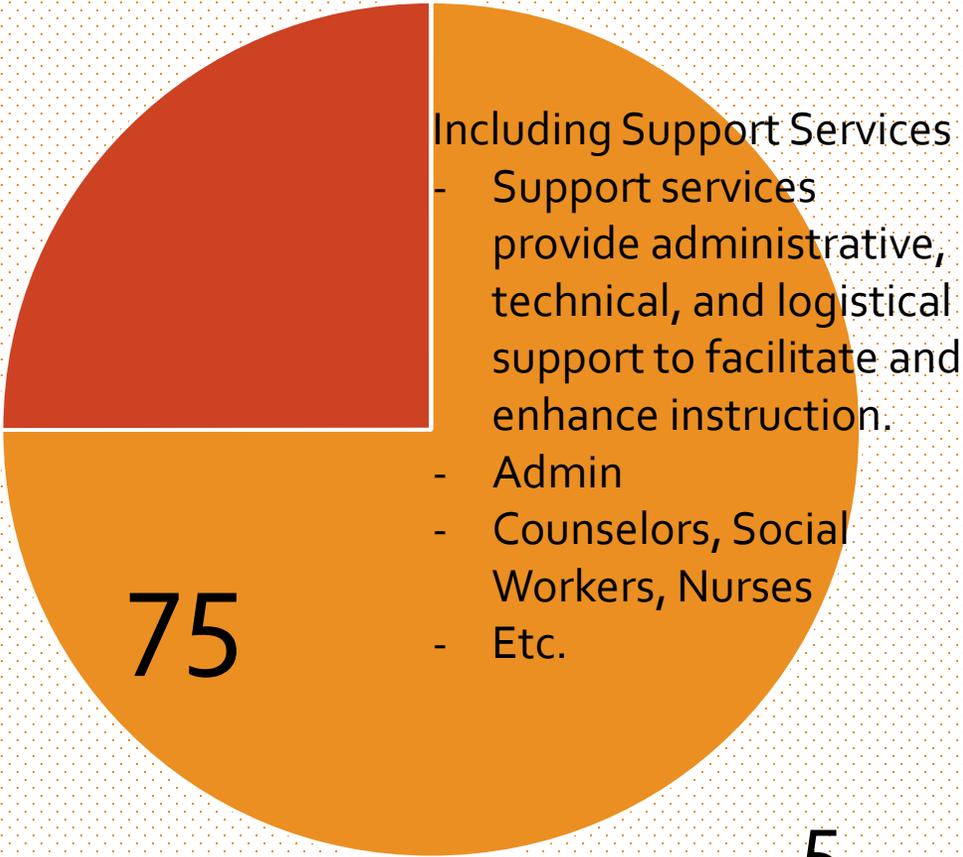


Aztec Budget Allocation to Classroom Instruction

Budget Allocation to Direct Instruction



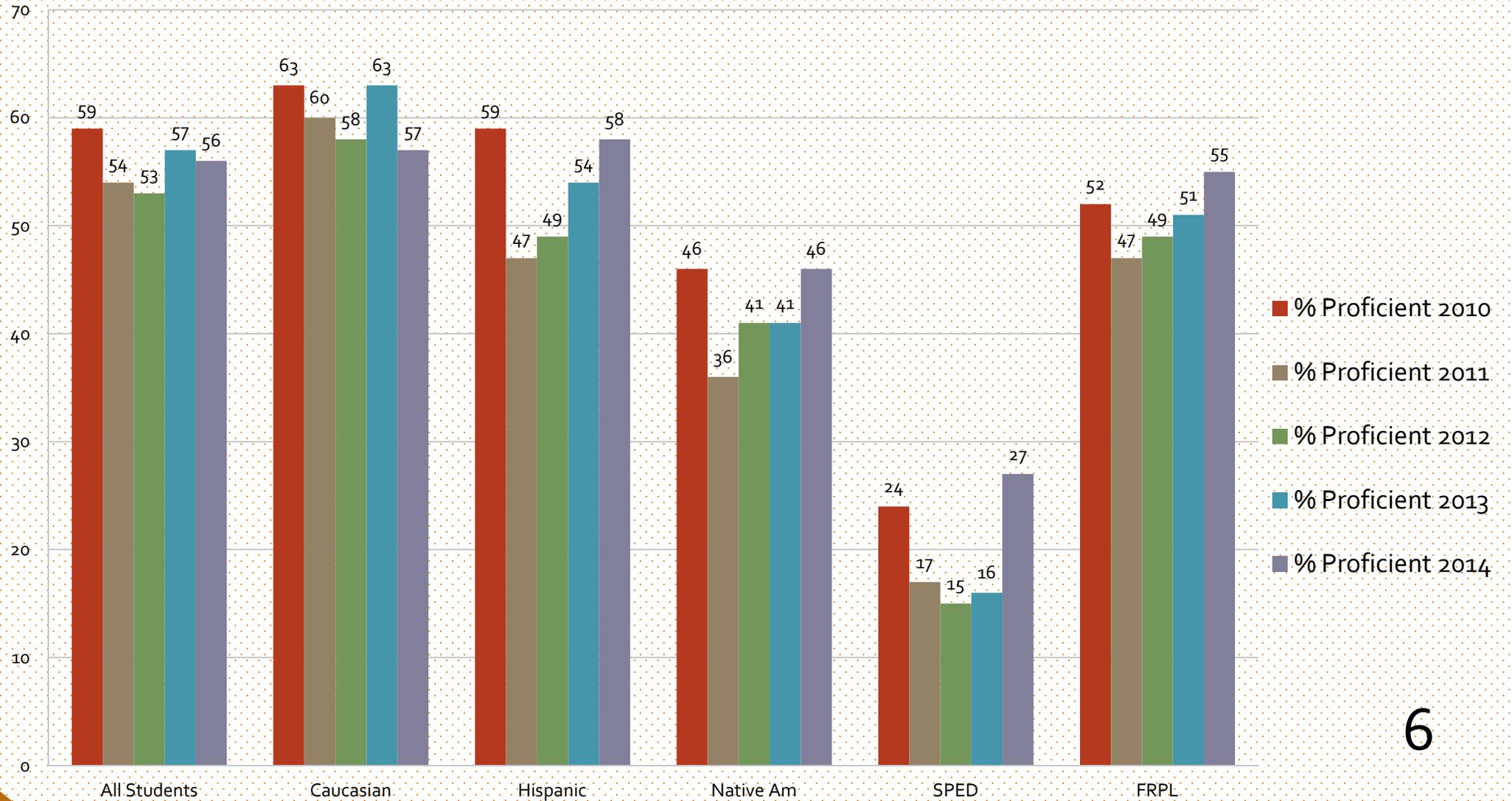
Budget Allocation Including Instructional Support



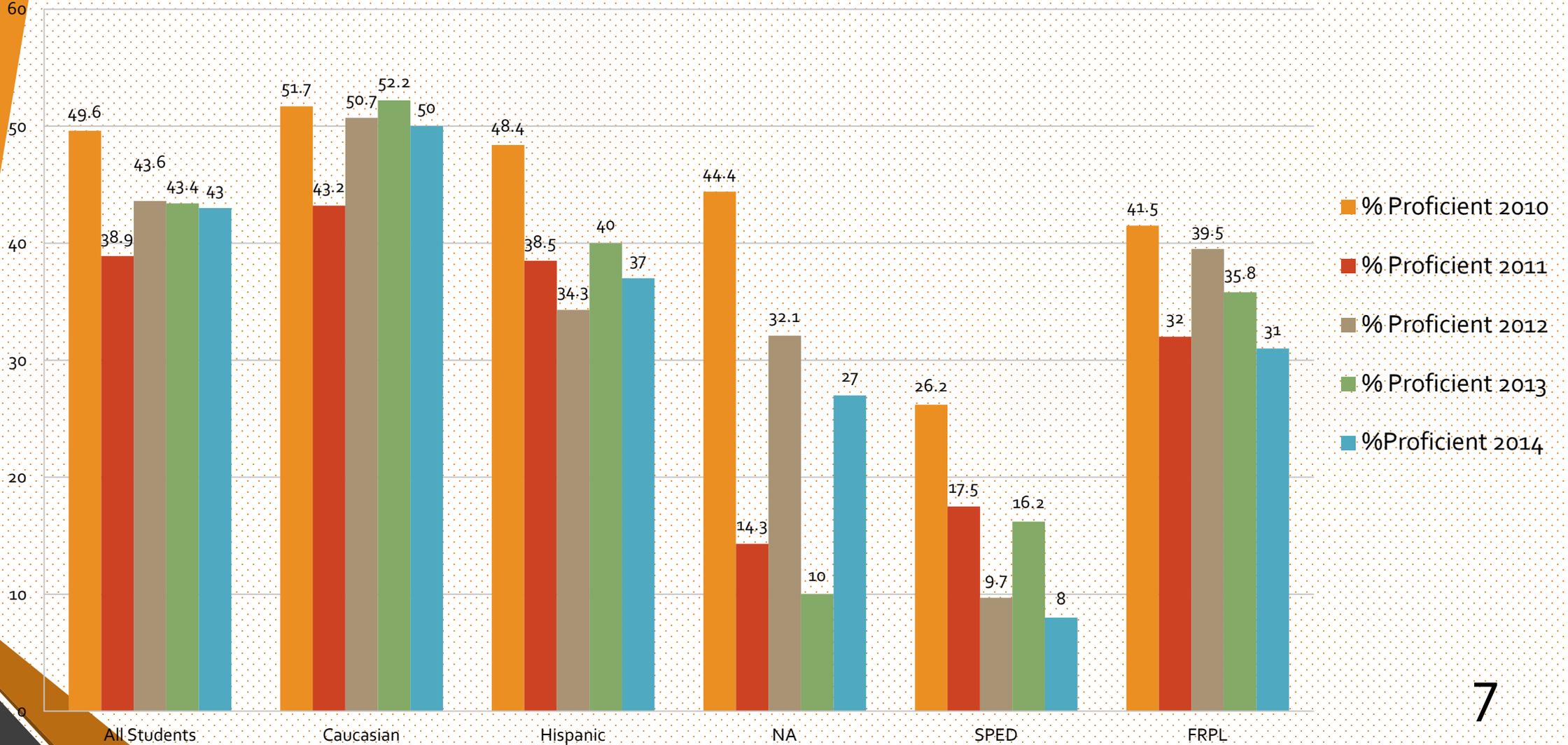
■ Direct Instruction ■ Other Costs ■ ■

■ Instructional Support ■ Other Costs ■ ■

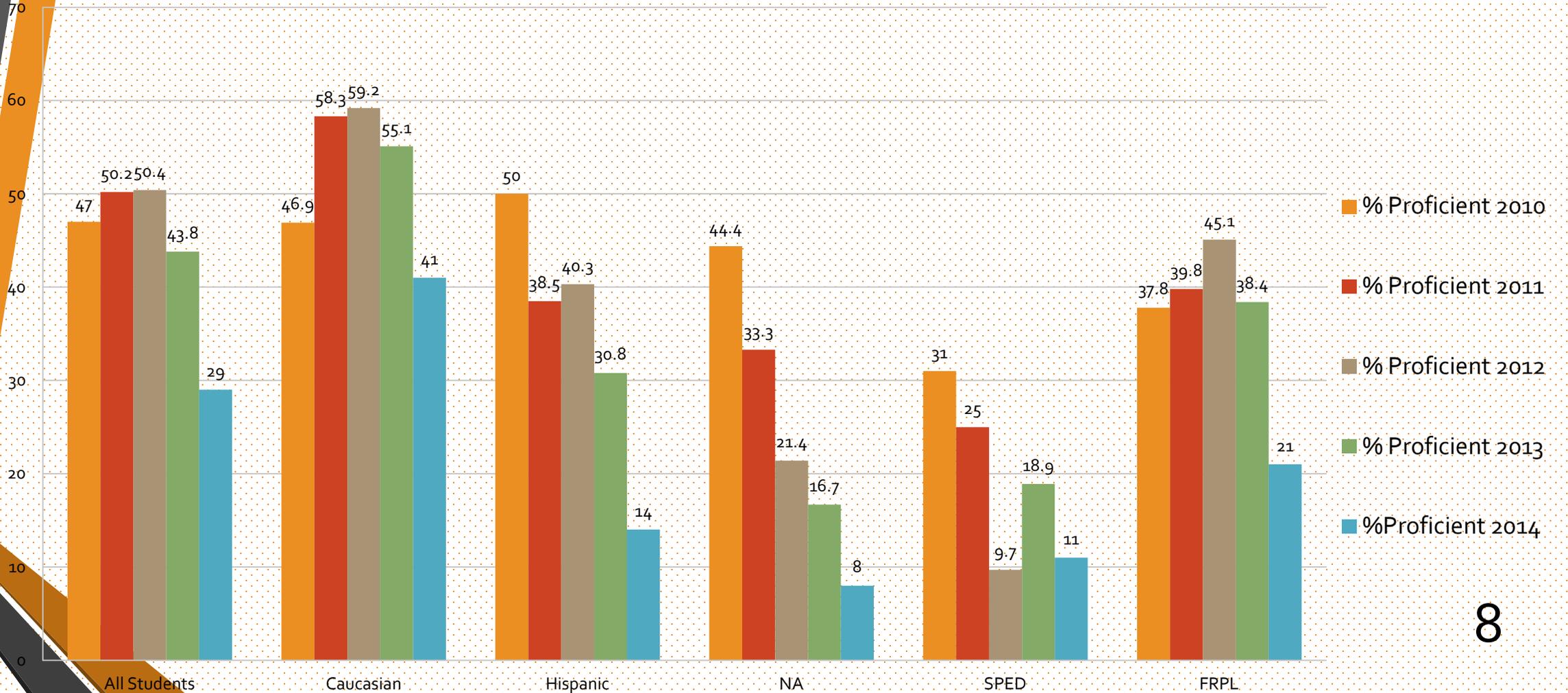
3rd Grade Reading



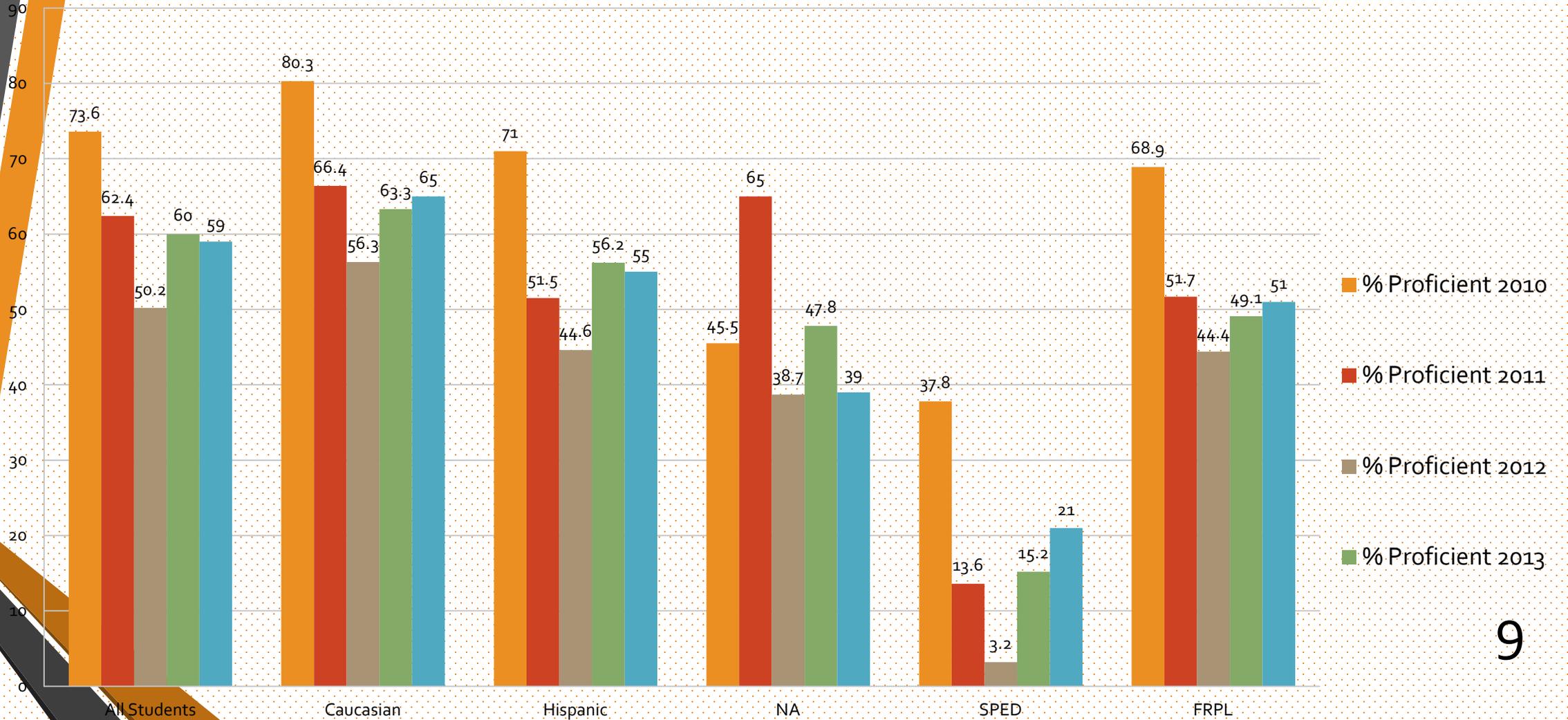
4th Grade Reading



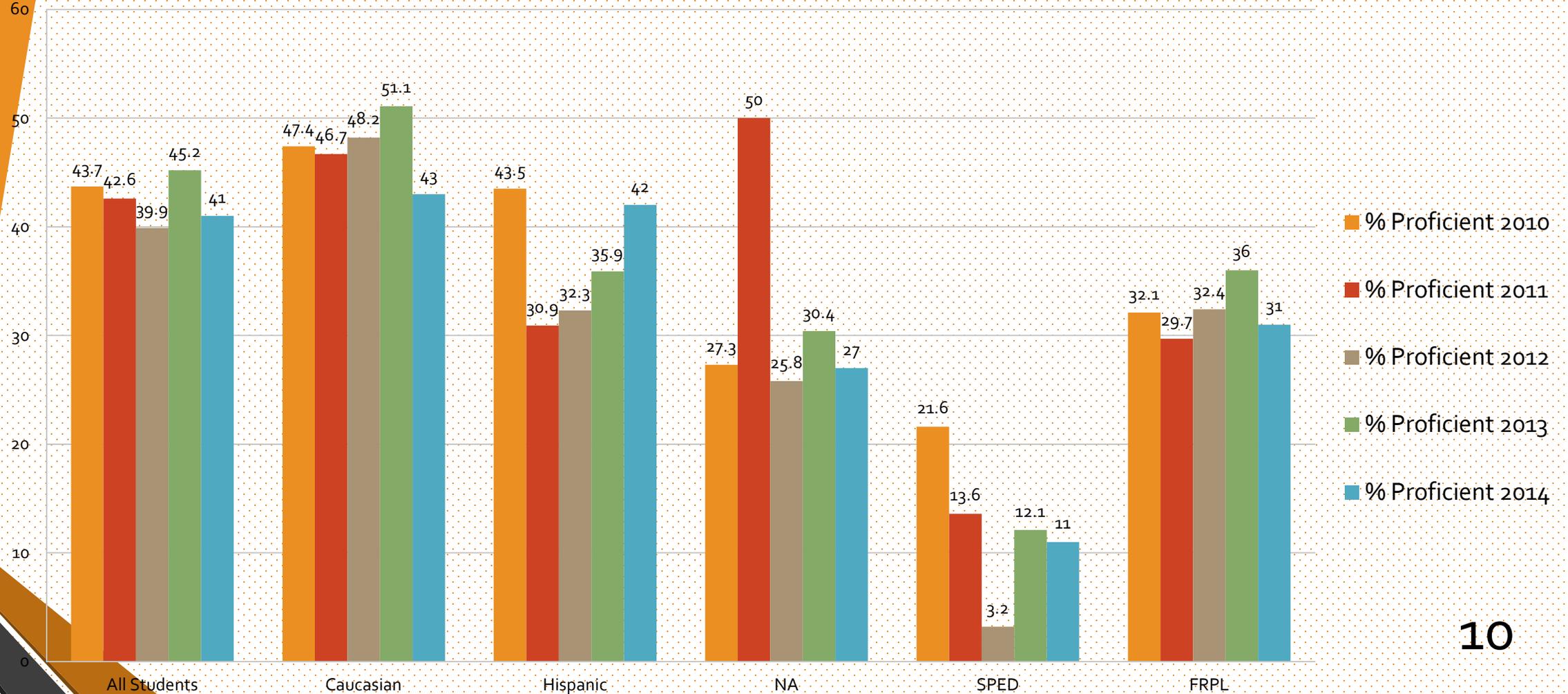
4th Grade Math



8th Grade Reading



8th Grade Math



School Grades & District Grades

		2011	2012	2013	2014
Aztec Municipal Schools	District Grade			C	?
Aztec High	Grades 9-12	C	C	B	?
Vista Nueva High	Grades 9-12 Alternative	D	D	B	?
Koogler Middle	Grades 6-8	C	C	D	?
Park Avenue Elementary	Grades 4-5	D	C	D	?
Lydia Rippey Elementary	Grades K-3	C	D	C	?
McCoy Elementary	Grades K-3	D	C	C	?

Cohort of 2011 (4yr) STATEWIDE ALL SCHOOLS **All Students 63.0**

Graduation Rates

AZTEC	DISTRICTWIDE	All Students	64.9
AZTEC	DISTRICTWIDE	Female	70.2
AZTEC	DISTRICTWIDE	Male	59.9
AZTEC	DISTRICTWIDE	Caucasian	68.5
AZTEC	DISTRICTWIDE	African American	
AZTEC	DISTRICTWIDE	Hispanic	64.5
AZTEC	DISTRICTWIDE	American Indian	53.0
AZTEC	DISTRICTWIDE	Economically Disadvantaged	51.4
AZTEC	DISTRICTWIDE	Students w Disabilities	55.7
AZTEC	DISTRICTWIDE	English Language Learners	61.7

Cohort of 2012 (4yr) Statewide All Schools **All Students 70.4** Graduation Rates

Aztec	Districtwide	All Students	67.3
Aztec	Districtwide	Female	73.6
Aztec	Districtwide	Male	61.2
Aztec	Districtwide	Caucasian	73.2
Aztec	Districtwide	African American	
Aztec	Districtwide	Hispanic	58.9
Aztec	Districtwide	American Indian	58.9
Aztec	Districtwide	Economically Disadvantaged	53.1
Aztec	Districtwide	Students w Disabilities	41.8
Aztec	Districtwide	English Language Learners	62.8

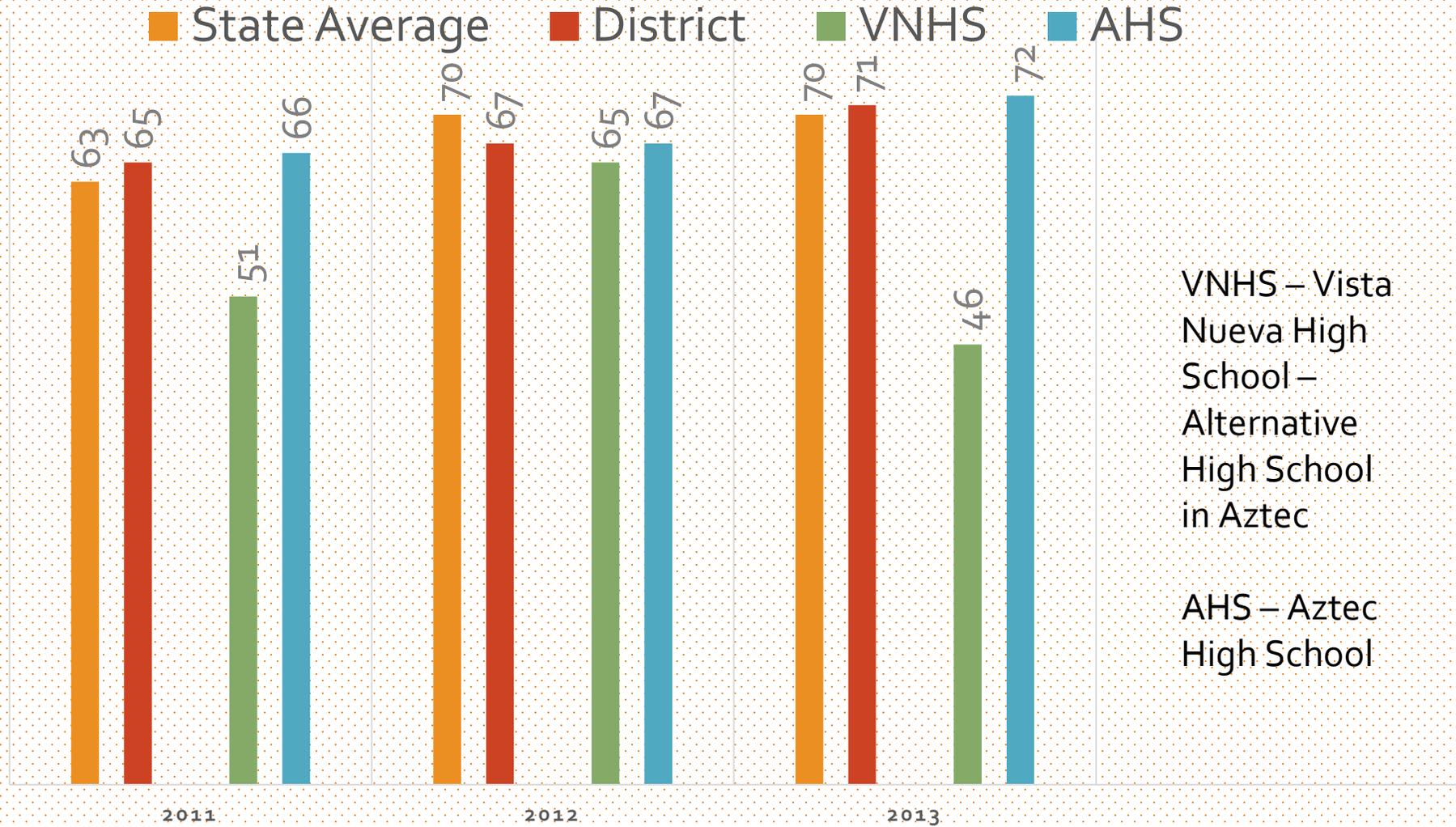
Cohort of 2013 (4yr) Statewide All Schools **All Students** 70.3

Graduation Rates

Aztec	Districtwide	All Students	71.0
Aztec	Districtwide	Female	73.2
Aztec	Districtwide	Male	69.0
Aztec	Districtwide	Caucasian	74.6
Aztec	Districtwide	Hispanic	68.2
Aztec	Districtwide	American Indian	62.9
Aztec	Districtwide	Economically Disadvantaged	59.8
Aztec	Districtwide	Students w Disabilities	61.1
Aztec	Districtwide	English Language Learners	67.7

Graduation Rates

GRADUATION COMPARISONS WITH STATE AVERAGE



District Strategic Initiatives

- Professional Learning Communities
- University Of Virginia Turnaround Work
- Four Corners Consortium
- Continuous Learning Foundation

Initiatives Defined

- **Professional Learning Communities** - An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
 - In our district we release school 1.5 hours early each Monday so our teachers can meet to go over student data and share best practices. This is done at all sites across the district.
 - In addition we have modified all schedules at each site so that all students have 30 minutes four days a week of targeted intervention or enrichment based on needs as identified on common formative or other assessments.

District Initiatives Continued

● University of Virginia Turnaround Program – Description

- The University of Virginia School Turnaround Program is the only program in the country dedicated to both establishing the **school system conditions** that set the stage for change and building transformative leadership capacity to achieve that change. Over the course of three years, participants engage in deeply immersive experiences both at the University of Virginia and in their own school districts.
- The Darden/Curry Partnership for Leaders in Education has over 10 years of **documented success** that we bring to bear to ensure leaders understand what it will take to achieve needed change. As the most established school turnaround program in the country, our program utilizes a systemic approach to change by working with schools, districts and states to build **internal capacity**. We work with system and school-level education leaders to identify key issues and develop strategies specific to each school system resulting in sustained success.
 - Our district has four out of six schools involved in the program in two different cohorts.
 - Lydia Rippey Elementary and Vista Nueva High School – Cohort 10
 - Lydia Rippey – C – Current Grade
 - Vista Nueva – B – Current Grade
 - Koogler Middle School and Park Avenue Elementary Cohort 11

Changes Made for 2014 -2015 to Improve Performance at the UVA Cohort 11 Schools

- Koogler Middle School – D - Current Grade
 - Added two content teachers for upcoming school year
- Park Avenue Elementary – D - Current Grade
 - Added a Lead Teacher
 - Added a 4th grade teacher to lower class sizes

UVA Work Continued

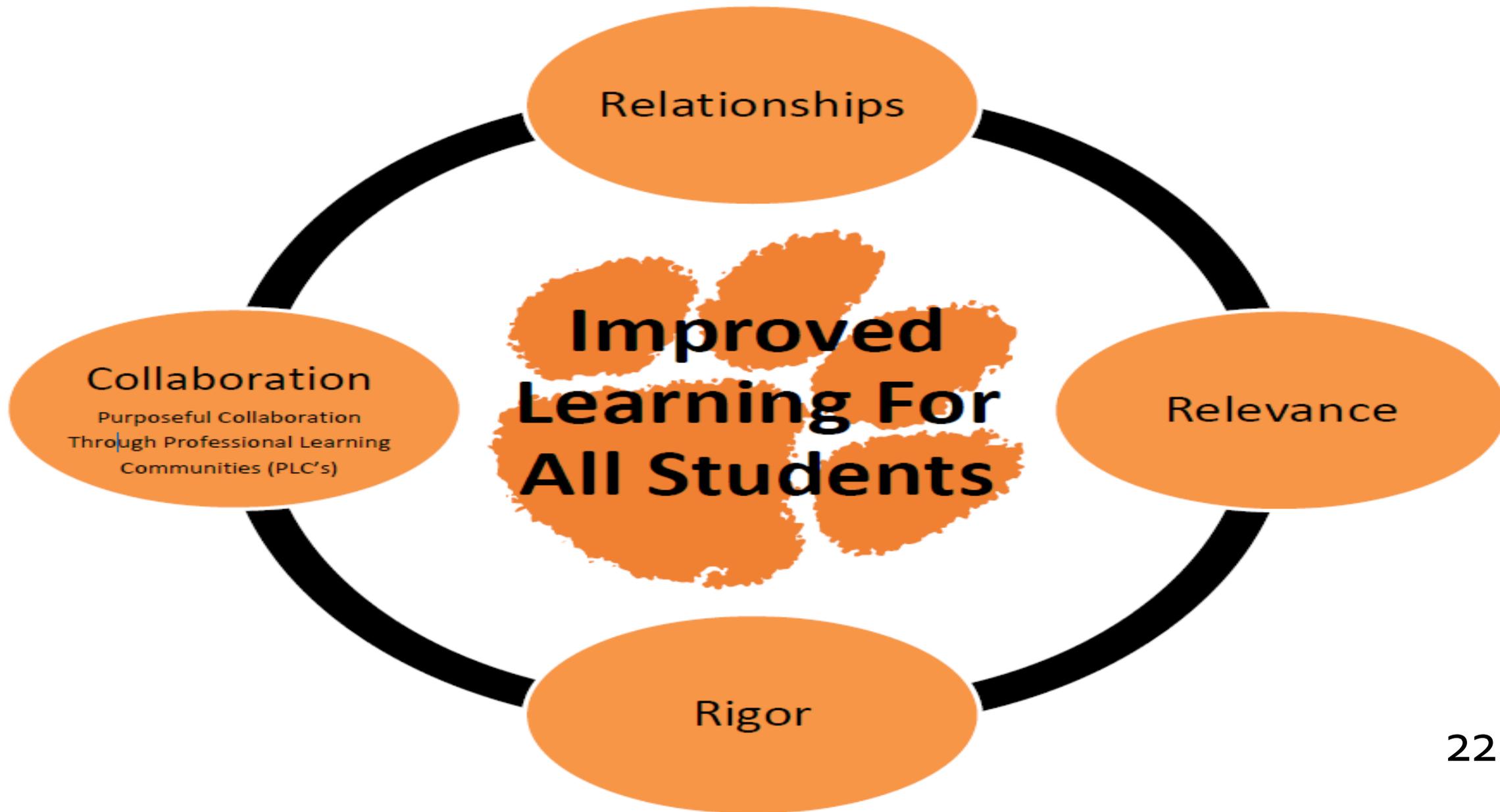
Interim Assessments are an important part of our work with the our all our schools, but specifically with the UVA turn around schools.

- **2013-2014 – We used Discovery Assessments**
- **2014-2015 – we will be using our own internal interim assessments**
 - Allows us to give them on our timeline
 - Allows us to adapt and align to our curriculum
 - Allows us to modify and align to our assessment continuum
 - Will allow us in the future to better modify to the level of rigor with more confidence
- **Common Formative Assessments** – we give these in the core areas every three weeks – once given we analyze results in our PLC meetings and then assign the targeted intervention or enrichment and due progress monitoring.
- **Data Drive Instruction** – Now more than ever before we are using data to drive instruction thanks to what we have learned in our work with the University of Virginia.
 - Data Rick Information Poor – DRIP – Looking at skills students are poor in not just standards
 - Drilling down prior to students entering the school year, not waiting for them to take an assessment

District Initiatives Continued

- **Four Corners College Readiness Council** - Aztec's rate of remedial classes taken at college level of students entering college is **52%**. **As a result we have joined in with San Juan College and the other** four area school districts to work together on ways to get our student's more college and career ready as they enter post secondary institutions.
- In addition to this we have also supported an innovative grant titled **"The First In the World"** that has been written by San Juan College that would assist in advancing this work for the purpose.
 - Share staff, develop talent, help lesson the gaps that exist between high schools and college curriculums, develop a common data share for districts and the college and develop and ongoing collaborative process between the college and the area districts on ways to ensure students are college and career ready.
- Dual Credits courses are an important part of this work as well.
 - We have over 100 students a semester take dual credit classes for credit.
 - Challenges with budget exist for textbook costs -
 - Fitting into schedule due to travel time to college provide an obstacle, but we make it work
 - All types of courses – cores, to Career and technical, health related to energy related fields.

Continuous Learning Foundation



Below the Line Funding Used to Help Compliment Strategic Initiatives

- **Reads to Lead Grant Funding** – Through this funding we have been able to hire our only Reading Coach in the district. We have utilized this position to help in our two K – 3 elementary schools. Our reading coach has done many trainings, and other professional developments to help with the implementation of our new reading program, Recipe for Reading and the supplemental reading program Lexia. In addition she has been instrumental in assisting teachers at this level in aligning the curriculum to the common core and the development of our standards base report cards.
- This funding has also helped with training for our teachers in reading at the K – 3 elementary schools. We have done more PD this past year than in the last several years combined due to budget constraints.

Below the Line Funding

- Pre K – Have not applied for Pre K funding
 - No room at Elementary Buildings – call for new construction
 - Strain on Operational budget
 - Have purchased property for future building
- Pay for Performance
 - Will only submit for this money that will be team

Other Things Doing to Improve Performance

- Created an Internal Academic Booster Club
 - bp grant – \$50,000 dollar grant from bp Billiton that we use for hands on learning grants in teacher classrooms and for Professional Development
 - Continue to apply for external grants to help supplement hands on learning opportunities for students in the classroom.
- Continued to focus on train the trainer modules for all PD opportunities given to staff
 - You go to training, you are expected to do a training when you get back to rest of staff
 - Must align to our district initiatives
- Moving toward a standards based report card K – 5 aligned to common core
 - Partner with parents.
- Continue to look at ways to move more money into direct instruction
- Implementing School Net Data System District Wide